

through the Underground Railroad. Dr. Helen Taussig, another great Marylander, developed the first successful medical procedure to save "blue babies" by repairing heart birth defects. Her efforts laid the groundwork for modern heart surgery. We are all indebted to Mary Elizabeth Garrett and Martha Carey Thomas who donated money to create Johns Hopkins Medical School on the condition that women be admitted. And jazz music would not be complete without the unforgettable voice of jazz singer Billie Holiday who also hailed from Baltimore City. Their accomplishments and talent provide inspiration not only to Marylanders, but to people all over the globe.

A woman who illustrates the commitment of the women of Maryland is my good friend and colleague from Maryland, Senator BARBARA MIKULSKI. Senator MIKULSKI, who has served longer than any other woman currently in the Senate, played a key role in establishing this month. In 1981, she cosponsored a resolution establishing National Women's History Week, a predecessor to Women's History Month. Today, I wish to honor her dedication and service to the people of Maryland and this Nation.

While we recognize famous women, it is important that we acknowledge the contributions of others who daily touch our lives. It is our favorite teacher who gave us the confidence and knowledge to know that we were capable of success. It is the single mother or grandmother who toiled at a low-paying job for years to guarantee that the next generation in her family received better education and career opportunities. It is the professional women who volunteer the little spare time they have to read to children or speak to student groups, inspiring young people to aim for goals beyond what they may have otherwise imagined. And the stay-at-home mothers who devote enormous time to chauffeur their children and others from activity to activity, knowing that these many hobbies stimulate a child's interest and desire to learn. These modern day heroines, giving of their time, knowledge, and expertise must not be taken for granted.

Women have made great strides in overcoming historic adversity and bias but they still face many obstacles. Unequal pay, poverty, inadequate access to healthcare and violent crime are among the challenges that continue to disproportionately affect women. Working women earn 74 cents to every dollar earned by men. What is more troubling is that the more education a woman has, the wider the wage gap. According to a recent Census Bureau report, the average American woman loses approximately \$523,000 in wages and benefits over a lifetime because of wage inequality. Families with a fe-

male head of household have the highest poverty rate and comprise the majority of poor families.

Women continue to be under-represented in high-paying professions and lag significantly behind men in enrollment in science programs. Increasing the number of women in these fields begins with encouraging girls' interest and awareness in school.

As our population ages, we must also address the special challenges of older women. Women live an average of 6 years longer than men. Consequently, their reduced pay is even more detrimental given their increased life expectancy as they are forced to live on less money for a longer period of time. In addition, more women over age 65 tend to live alone at a time when illness and accidents due to decreased mobility are more likely. For these women, it is imperative that we guarantee that Social Security and Medicare remain solvent for future generations.

I believe we should use this month as an opportunity to reflect not only on the achievements and challenges of American women, but to recognize those of women internationally. We know that a variety of ills hinder the potential of women in many parts of the world—labor practices that oppress women and girls, the rapid spread of HIV and AIDS, and limited or non-existent suffrage rights. We must broaden access to education, the political process, and reproductive health globally so that girls and women everywhere can maximize their options. To have a credible voice in the international arena, the United States must lead by example, showing that American women enjoy these rights fully.

While obstacles remain, women have achieved impressive progress. This good news includes a decline in the poverty rate for single women and an increase in those holding advanced degrees. Recent figures show women received approximately 45 percent of law and 42 percent of medical degrees awarded in this country. This is a dramatic improvement from a few decades ago and should continue as more and more women enter professional programs.

In my home State of Maryland, as in the Nation, women are a guiding force and a major presence in our national business sector. From 1987 to 1999, the number of women-owned firms in the United States grew by 103 percent. Women were responsible for 80 percent of the total enrollment growth at Maryland colleges and universities throughout the last two decades.

I am pleased to report that during my service in Congress, I have strongly supported efforts to address women's issues and correct gender discrimination and inequality. In the present session, I have cosponsored the Paycheck Fairness Act, which would provide

more effective remedies to victims of wage discrimination on the basis of sex. Along with many of my colleagues, I have supported the Equity in Prescription Insurance and Contraceptive Coverage Act, which would prohibit health insurance plans from excluding or restricting benefits for FDA-approved prescription contraception if the plan covers other prescription drugs. In order to build a national repository of the contributions of women to our Nation's history, I cosponsored legislation to establish a National Museum of Women's History Advisory Committee. I am proud of these efforts and I will continue my commitment to bring fuller equality to all women.

Indeed, women have made great progress. I think it is appropriate to point out the accomplishments of women in history, but it is also important to educate present and future generations about gender discrimination so that we do not repeat past mistakes. We all look forward to a day when these conditions will be distant and unimaginable. We are closer to that day than we were yesterday, but we still have some distance to travel. I am confident that the women of America will lead this journey and continue to exemplify and advocate for those values and ideals which are at the heart of a decent, caring, and fair society.

NATIONAL SECURITY EDUCATION PROGRAM

Mr. COCHRAN. Mr. President, the National Security Education Program has released an Analysis of Federal Language Needs. This analysis will appear later this year as part of its annual report to Congress. It confirms the need to support foreign language instruction at the elementary and secondary education level.

It also is compelling evidence that the Senate should pass S. 541, the Foreign Language Acquisition and Proficiency Improvement Act, which will provide assistance to schools for foreign language instruction. I ask unanimous consent that the March, 2001, National Security Education Program Analysis of Federal Language Needs, be printed in the RECORD.

There being no objection, the material was ordered to be printed in the RECORD, as follows:

NATIONAL SECURITY EDUCATION PROGRAM (NSEP) ANALYSIS OF FEDERAL LANGUAGE NEEDS

INTRODUCTION

There is little debate that the era of globalization has brought increasingly diverse and complex challenges to U.S. national security. With these challenges comes a rapidly increasing need for a workforce with skills that address these needs, including professional expertise accompanied by the ability to communicate and understand the languages and cultures of key world regions: Russia and the former Soviet Union, China, the Arab world, Iran, Korea, Central

Asia and key countries in Africa, Latin America and East Asia.

Some 80 federal agencies and offices involved in areas related to U.S. national security rely increasingly on human resources with high levels of language competency and international knowledge and experience. Finding these resources and, in particular, finding candidates for employment as professionals in the U.S. Government, has proven increasingly difficult, and many agencies now report shortfalls in hiring, deficits in readiness, and adverse impacts on operations. Some important documentation of these needs and shortfalls can be found in September 2000 testimony provided to the United States Senate Committee on Governmental Affairs, Subcommittee on International Security, Proliferation, and Federal Services, chaired by Senator Thad Cochran.

Since 1994, the National Security Education Program (NSEP) has funded outstanding U.S. students, both undergraduate and graduate students, to study those languages and cultures critical to U.S. national security and under-represented in U.S. study. NSEP award recipients make an important contribution to future U.S. national security by working in the federal government or in higher education.

NSEP SURVEY

The National Security Education Program (NSEP), as per its legislative mandate, conducts a yearly survey to identify those world regions, languages, and fields of study critical to U.S. national security and under-represented in U.S. study. The findings are used to better understand the current and projected needs of the federal government by emphasizing those same countries, languages, and fields of study in the annual application guidelines for the NSEP Undergraduate Scholarships, Graduate Fellowships, and Grants to U.S. Institutions of Higher Education.

Using as a baseline the current annual list of world regions, languages, and fields of study emphasized by the program, (see Attachment A) NSEP asks a broad range of Federal agencies and organizations with responsibilities in the national security arena to consider the next five to ten years in recommending additions and/or deletions to the existing list. These changes are reflected in annual guidelines for applications, released each fall.

NSEP, in its 2000–2001 survey, broadened the scope of the survey by first, increasing the number and types of agencies and/or offices queried, and second, by identifying the role that professional competency in critical languages plays in the capacity of the federal agencies to execute their missions. This type of information is of critical importance as we attempt to refine and modify existing and potentially new programs to respond to the demands of the 21st century. Questionnaires were mailed to 91 federal agencies and/or offices that deal with international issues. Forty-eight respondents from 46 agencies/offices sent their feedback to NSEP. Attachment B provides a list of agencies who responded to the 2000–2001 survey.

The purpose of this report is to provide results from this analysis and to contribute to our understanding of the increasing need for language and international expertise in the federal sector.

SURVEY RESPONSES

The responses to the 2000–2001 survey confirm the significant need for language expertise in the federal sector. In addition, respondents indicate that when language ex-

pertise is either required, or an important asset to an organization's missions and functions, the language must be at the advanced level. The responses show that the demand for advanced language skills exists across the board. Agencies from all functional areas—political/military, social and economic—vouch that professional proficiency in languages are imperative to the function of their missions.

The chart at Attachment C provides some additional insight concerning languages identified by federal organizations and the advanced levels of expertise associated with these requirements. Eleven languages (French, Spanish, Portuguese, German, Russian, Mandarin, Cantonese, Japanese, Korean, Urdu, and Arabic) were identified by at least four different federal organizations. An additional 19 languages were identified by at least two different federal organizations; 40 languages were identified by single organizations.

The following examples serve to provide some additional insights into federal needs:

The National Cryptologic School of the NSA stated that "language skills tied to any academic discipline is a plus", while the DIA stated that "all languages must be at the advanced level." The U.S. Secret Service indicated needs for bilingual capabilities for Special Agents assigned to certain permanent overseas posts. Special Agent personnel affected by this requirement attend a language immersion course and receive certification documenting their level of proficiency. In addition, the Service foresees a need to provide bilingual capability to those personnel tasked with providing training to foreign law enforcement officials and to those individuals who engage in the forensic analysis of evidence, including those responsible for the examination of computers used in criminal activity.

The International Broadcasting Bureau of the Broadcasting Board of Governors reported a unique need for professionals with language and area expertise. While in its management and daily operations language knowledge is not required, intermediate or advanced proficiency in a major regional language (such as Russian for Russia and the former Soviet Republics) is a tremendous advantage and sometimes necessary for marketing officers who place BBG programming in local markets, as well as for engineers who establish, manage, and maintain the Bureau's global transmission network.

The Centers for Disease Control of the Department of Health and Human Services works in more than 140 countries each year to address public health challenges. In addition, CDC has more than 100 assignees in 41 countries to provide long-term assistance on disease surveillance, disease eradication, HIV, infectious and chronic diseases, and other priority programs. Due to the nature of CDC's work, the agency may carry operations in countries where the US has no diplomatic relations to address critical health needs.

The National Aeronautics and Space Administration has strong needs for proficient language skills in Russian, Japanese and Spanish.

The Drug Enforcement Agency has 78 offices in 56 countries. Language training is provided to personnel posted to these offices by two contract language service companies. These employees receive one-on-one instruction for the training period required for the specific language. All employees must achieve a competency of Level 2 for both speaking and reading prior to completion of the training.

The Federal Bureau of Investigation has a critical need for translators proficient in the following languages: Arabic, Farsi, Hindi, Pashto, Punjabi, Turkish, Urdu, Hebrew, Japanese, Korean, Chinese (all dialects) and Vietnamese. Applicants must pass a language proficiency test 3+ (Advanced/Native Speaker)."

The U.S. Customs Service enforces over 600 laws for 60 other agencies involved in international commerce and travel. "Knowledge of a foreign language is not a mandatory requirement for employment by the U.S. Customs Service. However, with over 300 Customs land, sea and air ports in the U.S., twenty-four Customs attaché and senior representative offices established at American embassies and consulates in strategic areas around the globe, and advisory teams in thirteen countries, possessing foreign language skills is highly desirable to accomplish our mission as U.S. Customs investigators, inspectors and other officers."

In 1999 the U.S. Coast Guard independently carried out an in-depth study to determine how to best meet the foreign language needs of its service. All cutters, stations, groups, air stations, districts and the Coast Guard Intelligence Service were tasked with reporting the number of incidents requiring foreign language skills. The selected comments from the study are highly instructive on the kind of repercussions that lack of language expertise has for the Coast Guard:

"Absence of effective communications influenced decision not to board";

"Lack of interpreter reduced quality of right of approach questions";

"Never determined nationality due to lack of interpreter";

"All Alaskan Patrol cutters should have Russian interpreter on board";

"Lack of interpreter made overall Fish Mission ineffective";

"Lack of interpreters in Chinese, Russian, Polish, Japanese and Korean curtail any intelligence gathering which is critical to success of mission";

"50% of crew bilingual, critical to mission success";

"Heavy workload for 2 Spanish speakers during two intense patrols; multiple daily interactions with immigrants";

"Delay due to sharing of Coast Guard and INS interpreters";

"Delay attributed to availability of interpreter being ashore and underway. Lack of Japanese interpreter resulted in no radio communications";

"Lone bi-lingual crewmember over tasked. Assistance of INS Asylum Pre-Screening—Officer critical to relay medical problems of migrant".

CONCLUSION

The NSEP analysis, while not intended as a comprehensive survey of language needs of the federal government, provides some valuable insights into the need for global skills in the federal sector and, more specifically, the need for professional competencies in languages critical to national security. Along with other ongoing efforts to codify the need for language expertise, these data serve to continue to build the case for a more proactive role for federal programs like NSEP.

The comments received in response to our survey, the interactions with officials from various agencies, and the congressional testimonies to the Senate Committee on Governmental Affairs reveal disjunctions between the existing demand for language expertise in the federal sector and the corresponding capacity to meet those needs.

ATTACHMENT A—NSEP AREAS OF EMPHASIS 1999–2000

World Regions

Africa

Angola	Ethiopia	South Africa
Dem. Rep. of the	Kenya	Morocco
Congo	Liberia	Sudan
Rep. of the	Nigeria	Tanzania
Congo	Rwanda	Uganda
Eritrea	Sierra Leone	

Latin America

Argentina	Cuba	Peru
Brazil	Guatemala	Venezuela
Chile	Mexico	
Colombia	Panama	

East Asia and the Pacific

Burma	Japan	Philippines
Cambodia	North Korea	Taiwan
China	South Korea	Thailand
Indonesia	Malaysia	Vietnam

South Asia

Afghanistan	India	Pakistan
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Europe

Albania	Georgia	Serbia & Montenegro
Armenia	Hungary	Slovakia
Azerbaijan	Kazakhstan	Slovenia
Belarus	Macedonia	Tajikistan
Bosnia & Herzegovina	Moldova	Turkey
Bulgaria	Poland	Ukraine
Croatia	Romania	Uzbekistan
Czech Republic	Russia	

Near East

Algeria	Jordan	Saudi Arabia
Bahrain	Kuwait	Syria
Egypt	Lebanon	Tunisia
Iran	Libya	Unit. Arab. Emira.
Iraq	Oman	Yemen
Israel	Qatar	

Languages

Albanian	Japanese	Sinhala
Arabic (and dialects)	Kazakh	Swahili
Armenian	Khmer	Tagalog
Azeri	Korean	Tajik
Belarusian	Kurdish	Tamil
Burmese	Lingala	Thai
Cantonese	Macedonian	Turkmen
Czech	Malay	Turkish
Farsi	Mandarin	Uighur
Georgian	Mongolian	Ukrainian
Hebrew	Polish	Urdu
Hindi	Portuguese	Uzbek
Hungarian	Romanian	Vietnamese
Indonesian	Russian	
	Serbo-Croatian	

Fields of Study

Agricultural and Food Sciences
 Applied Sciences and Engineering: Biology, Chemistry, Environmental Sciences, Mathematics, and Physics
 Business and Economics
 Computer and Information Science
 Health and Biomedical Science
 History
 International Affairs
 Law
 Other Social Sciences: Anthropology, Psychology, Sociology, Political Science, and Policy Studies

ATTACHMENT B—FEDERAL ORGANIZATIONS RESPONDING TO NSEP NATIONAL SECURITY NEEDS ASSESSMENT, 2000–2001

Executive Office of the President

Office of the U.S. Trade Representative
 National Intelligence Council

Department of Agriculture

Farm and Foreign Agricultural Services

Department of Commerce

International Trade Administration: U.S. Foreign Commercial Service
 National Communications & Information Administration (NTIA): Office of International Affairs

Department of Defense

Defense Intelligence Agency
 National Security Agency
 Defense Threat Reduction Agency
 National Imagery and Mapping Agency
 Special Operations and Low-Intensity Conflict

Strategy and Threat Reduction
 Department of the Navy: International Programs Office

Department of Energy

Deputy Administrator for Defense Nuclear Nonproliferation

Department of Health and Human Services:

Office of International and Refugee Health
 Centers for Disease Control and Prevention
 Food and Drug Administration

Department of Justice

Drug Enforcement Administration
 INTERPOL
 Federal Bureau of Investigation

Department of Labor

Office of International Economic Affairs.

Department of State

Bureau of Intelligence & Research
 Office of the Legal Adviser
 Under Secretary for Global Affairs: Bureau of Democracy, Human Rights and Labor; and Bureau of International Narcotics and Law Enforcement Affairs
 Bureau of Consular Affairs
 Foreign Service Institute

Department of Transportation

Office of Intelligence & Security
 U.S. Coast Guard: Office of the Commandant; and Intelligence Coordination Center

Federal Aviation Administration: Asst Administrator for Policy Planning & Intl Affairs

Federal Highway Administration: Office of International Programs

Maritime Administration: Associate Administrator for Policy and Intl Trade

Department of the Treasury

U.S. Customs Service: Office of International Affairs

International Revenue Service: Office of the Commissioner, International
 U.S. Secret Service

Department of Veterans Affairs

Assistant Secretary for Public & Intergovernmental Affairs: Intergovernmental & International Affairs

U.S. Agency for International Development

Bureau for Global Programs, Field Support & Research

Bureau for Latin America and the Caribbean

Broadcasting Board of Governors

International Broadcasting Bureau

Export-Import Bank of the U.S.

Policy Group

Federal Communications Commission

International Bureau

Federal Reserve System

International Finance Division

International Trade Commission

Office of Operations

National Aeronautics and Space Administration

Office of Human Resources and Education

Nuclear Regulatory Commission

Office of International Programs

U.S. Postal Service

International Business

ATTACHMENT C—LANGUAGE REQUIREMENTS AT ADVANCED LEVELS

Language—Number of Federal Organizations

Haitian-Cr—3	Italian—3
Farsi—3	Urdu—4
Hindi—3	German—4
Vietnamese—3	Korean—5
Turkish—3	Japanese—6
Romanian—3	Portuguese—7
Ukrainian—3	French—9
Serbo-Croatian—3	Mandarin—9
Bulgarian—3	Russian—12
Arabic—4	Spanish—16

Additional Languages (at the Advanced Level) Identified by Federal Organizations

Afan Oromo	Hungarian	Sengalese
Amharic	Ibo	Shona
Armenian	Indonesian	Sinhala
Azeri	Kazakh	Slovenian
Bangla	Khmer	Swahili
Belarus	Kinyarwanda	Tagalog
Burmese	Kirundi	Tajik
Czech	Kurdish	Tamil
Danish	Kyrgyz	Thai
Dari	Lao	Tibetan
Dutch	Latvian	Tigrigna
Estonian	Lingala	Turkish
Finnish	Lithuanian	Turkmen
Georgian	Malay	Uzbek
Greek	Mongul	Xhosa
Hausa	Pashto	Yoruba
Hebrew	Polish	
Hongul	Punjabi	

COMMEMORATION OF GREEK INDEPENDENCE

Mr. REED. Mr. President, I rise today to recognize the 180th anniversary of Greek Independence. On March 25, 1821, ordinary Greek citizens with a conviction for freedom rose up against their oppressors. And, much like America's patriots, they struggled against overwhelming odds and won, bringing about their independence. For this reason, I was pleased to join my colleagues in cosponsoring and passing Senate Resolution 20 which designates March 25 as Greek Independence Day: A National Day of Celebration of Greek and American Democracy.

On this anniversary, Greeks and Greek-Americans can reflect on the struggle for independence and be proud. Their ancestors stood up and fought for their freedom, ending 400 years of rule by the Ottoman Empire. History is quick to forget the details and summarize the outcome. That is why remembering the sacrifices, the oppression, the battles, the poorly armed men standing outnumbered, and their victory are so important.

March 25th, however, is not just for those of Greek descent. It is a day for all who appreciate freedom and treasure democracy. Territorially, the nation of Greece is smaller than the state of Alabama. Yet, for such a small nation it has left a large mark on history and society. The Hellenes have produced many lasting societal advances and cultural contributions, art, science, philosophy, and architecture are just a few. In addition, they have had a rich and lasting impact upon politics. Democracy, the modern day pinnacle of government, was founded in Greece over two thousand years ago.